DOCUMENT RESUME

ED 210 683 CS 206 660

TITLE A Self-Appraisal Checklist for English/Language Arts in Ohio's Elementary Schools.
INSTITUTION Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
PUB DATE 80
NOTE 16p.

EDRS PRICE MF01/PC01 Plus postage.
DESCRIPTORS *Curriculum Evaluation; Elementary Education; *English Curriculum; English Instruction; Language Arts; *Program Evaluation; Program Improvement; Rating Scales; *Self Evaluation (Groups)
IDENTIFIERS *Ohio

ABSTRACT

This self-appraisal checklist is designed to help Ohio teachers and administrators improve elementary school English/language arts programs. The checklist is organized into seven major categories representing essential aspects of an elementary school English/language arts program: (1) philosophy, (2) organization and administration, (3) class management and instruction, (4) staff, (5) curriculum, (6) facilities and equipment, and (7) evaluation. Each of the seven aspects contains a rating scale, and the booklet concludes with a score comparison graph on which to chart a program's weak and strong areas. (HTH)

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A Self-Appraisal Checklist for English/Language Arts in Ohio's Elementary Schools

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1980

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Introduction

The purpose of this self-appraisal checklist is to help Ohio teachers and administrators improve elementary school English/language arts programs. The checklist was prepared by the Ohio Department of Education, Division of Elementary and Secondary Education, with valuable assistance from a committee of educators.

The checklist is organized into seven major categories which represent essential aspects of an elementary English/language arts program. While the organization of the program, extent of facilities and activities available, staffing patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful to any school in assessing the existing program and comparing it to a quality program exemplified by the checklist items.

How To Use This Checklist

The Self-Appraisal Checklist for English/Language Arts in Ohio's Elementary Schools contains 97 items. Each item represents a criterion against which an English/language arts program can be judged. The evaluative criteria are presented in the form of statements which describe attributes of English/language arts programs. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read carefully each statement and determine as objectively as possible the extent to which the statement describes the school's program. This appraisal should be recorded by indicating the extent to which the evaluator believes that the statement describes the school's program. This extent is indicated by circling:

4 if the evaluator *strongly agrees* that the statement describes the program.

3 if the evaluator *agrees* that the statement describes the program.

2 if the evaluator is *undecided.*

1 if the evaluator *disagrees* that the statement describes the program.

0 if the evaluator *strongly disagrees* that the statement describes the program.

A 4 rating suggests that the attribute is very satisfactory in the school's program; a 3 rating indicates the attribute is satisfactory. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement, and 0 indicates that the stated attribute is missing from the program.

A *possible score* is given for each category and for the total program based upon a 4 rating for each statement. The *self-appraisal score* is the total of the ratings given by the evaluator and should be compared to the *possible score* to determine the status of each category and of the total program. The "Summary of Scores" and the "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between self-appraisal scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to continuing efforts to improve the quality of the elementary English/language arts program.

1. Philosophy

Possible score: *40 points*
Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Stongly disagree*

1.	A clear, written statement of the philosophy and basic principles of the English/language arts program is available to all staff members.	**4**	**3**	**2**	**1**	**0**
2.	The philosophy recognizes that communication skills, especially reading, have a direct relationship to the individual's intellectual, social, and emotional development.	**4**	**3**	**2**	**1**	**0**
3.	English/language arts instruction is regarded as an integral part of the total school program.	**4**	**3**	**2**	**1**	**0**
4.	The planned learning experiences in English/language arts are based on principles of child growth and development.	**4**	**3**	**2**	**1**	**0**
5.	The abilities, interests, and needs of each pupil are considered when developing the English/language arts scope and sequence.	**4**	**3**	**2**	**1**	**0**
6.	The program encourages each pupil to become responsible for his/her learning.	**4**	**3**	**2**	**1**	**0**
7.	The program provides opportunity for each pupil to progress at a rate commensurate with his/her ability.	**4**	**3**	**2**	**1**	**0**
8.	Daily experiences provide opportunities for each child to achieve success.	**4**	**3**	**2**	**1**	**0**
9.	The objectives of the English/language arts program include well-defined outcomes with particular emphasis on basic skills.	**4**	**3**	**2**	**1**	**0**
10.	The written statement of philosophy, upon which the English/language arts program is based, has been cooperatively developed by teachers, administrators, and resource people from the community.	**4**	**3**	**2**	**1**	**0**

2. Organization and Administration

Possible score: *68 points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1.	All pupils have daily instruction in English/ language arts.	4	3	2	1	0
2.	English/language arts instruction is based on sequential steps indicated in the course of study.	4	3	2	1	0
3.	A locally developed curriculum guide is used.	4	3	2	1	0
4.	Lesson plans include specific short-term objectives and reflect long-range goals.	4	3	2	1	0
5.	Children are grouped for instruction according to their diagnosed learning needs.	4	3	2	1	0
6.	Effective techniques have been developed for continuous evaluation of each pupil's progress and achievement.	4	3	2	1	0
7.	Pupil progress and achievement are regularly reported to pupils, parents, and appropriate staff.	4	3	2	1	0
8.	The English/language arts program makes effective use of diagnostic and achievement testing.	4	3	2	1	0
9.	The program relies on effective instructional techniques as evidenced by:					
	a. Method and style of instruction consistent with the size of the group.	4	3	2	1	0
	b. Materials adapted to pupil needs, abilities, and learning styles.	4	3	2	1	0
	c. A classroom environment which stimulates reading and communicating, therefore encouraging creative work.	4	3	2	1	0
	d. Instruction which is related to out-of-school activities and current topics.	4	3	2	1	0
	e. A balance between teacher- and pupil-centered activities.	4	3	2	1	0
	f. A balance between individual and group activities.	4	3	2	1	0

10. Provision is made for articulation among staff responsible for implementing the total K-12 English/language arts program.	4	3	2	1	0
11. At least one building staff meeting per year is devoted to English/language arts instruction.	4	3	2	1	0
12. Administrative support is readily available for implementing or enhancing the English/language arts program.	4	3	2	1	0

3. Class Management and Instruction

Possible score: *88 points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. The teacher-pupil ratio in English/language arts classrooms does not exceed 1 to 30.	4	3	2	1	0
2. Pupils participate in planning, developing and evaluating language activities.	4	3	2	1	0
3. The development of language skills is an essential consideration and responsibility of all teachers regardless of the level or the subject being taught.	4	3	2	1	0
4. Instruction is balanced among the components of the English/language arts program. Appropriate emphasis is given to:					
a. Listening	4	3	2	1	0
b. Oral communication	4	3	2	1	0
c. Written communication	4	3	2	1	0
d. Grammar	4	3	2	1	0
e. Spelling	4	3	2	1	0
f. Handwriting	4	3	2	1	0
g. Critical thinking	4	3	2	1	0
h. Reading	4	3	2	1	0
i. Literature	4	3	2	1	0

5.	Adequate time is provided for daily instruction in English/language arts.	4	3	2	1	0
6.	Efficient routines are established for classroom organization, distributing and collecting materials, and supervised study.	4	3	2	1	0
7.	Assignments are clearly stated.	4	3	2	1	0
8.	Pupils have opportunity to practice language skills not only in drill activities but also with real-life applications.	4	3	2	1	0
9.	The English/language arts program makes efficient use of resources including:					
	a. Library staff, print and audiovisual materials.	4	3	2	1	0
	b. Coordination of instruction with compensatory programs such as Title I and DPPF.	4	3	2	1	0
	c. Consultation with pupil services personnel and referral of pupils with special needs.	4	3	2	1	0
	d. Parents, citizens, and other community resources.	4	3	2	1	0
10.	Teachers arrange bulletin boards an interest centers to focus on English/language arts curriculum.	4	3	2	1	0
11.	Pupils are challenged to do their best work.	4	3	2	1	0

4. Staff

Possible score: 44 points
Self-appraisal score: ___points

Circle appropriate response:
4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1.	Properly certificated teachers are available for English/language arts instruction.	4	3	2	1	0
2.	All teachers have copies of the graded courses of study and curriculum guides for the subject areas they teach.	4	3	2	1	0
3.	An English/language arts resource person is available to assist staff with curriculum design, articulation, and instructional improvement.	4	3	2	1	0
4.	Teachers share ideas, materials, and methods both formally and informally.	4	3	2	1	0
5.	The school or school system has a definite, well-organized inservice program for improving the quality of instruction in English/language arts classes.	4	3	2	1	0
6.	A program for periodic evaluation of staff is established and implemented.	4	3	2	1	0
7.	Teachers follow a plan for personal and professional growth through:					
	a. Reading	4	3	2	1	0
	b. Graduate studies	4	3	2	1	0
	c. Workshops and conferences	4	3	2	1	0
	d. Professional English/language arts associations.	4	3	2	1	0
8.	Teachers exhibit great concern for the worth and dignity of all pupils.	4	3	2	1	0

5. Curriculum

Possible Score: *40 points*
Self-appraisal score: ___ *points*

Circle appropriate response:
4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1.	There is a graded course of study prescribed by the board of education and approved by the State Board of Education for the language arts, including reading, writing, spelling, oral and written English, and literature.	**4**	**3**	**2**	**1**	**0**
2.	A course of study committee reviews the curriculum annually to determine whether changes are needed.	**4**	**3**	**2**	**1**	**0**
3.	The English/language arts curriculum is consistent with the stated philosophy of the district.	**4**	**3**	**2**	**1**	**0**
4.	The adopted program permits a reasonable degree of flexibility and adaptation to meet individual pupil needs.	**4**	**3**	**2**	**1**	**0**
5.	There is a stated English/language arts sequence of skills.	**4**	**3**	**2**	**1**	**0**
6.	The curriculum builds upon and fosters the interrelatedness of the English/language arts.	**4**	**3**	**2**	**1**	**0**
7.	Language instruction is integrated with other subjects and activities in the school.	**4**	**3**	**2**	**1**	**0**
8.	There is an English/language arts program in each grade K-12.	**4**	**3**	**2**	**1**	**0**
9.	Progression is appropriate to the child's ability with provision made for correction, remediation, enrichment, or acceleration.	**4**	**3**	**2**	**1**	**0**
10.	There is an annual evaluation of the instructional program, using current data and criteria such as this checklist.	**4**	**3**	**2**	**1**	**0**

6. Facilities and Equipment

Possible score: *76 points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1.	Classrooms are large enough to accommodate group instruction in addition to a variety of learning activities.	4	3	2	1	0
2.	Appropriate space is available for small group instruction and independent work.	4	3	2	1	0
3.	A multipurpose room is available.	4	3	2	1	0
4.	The media center has materials classified and cataloged and readily available to pupils, staff, and parents.	4	3	2	1	0
5.	The physical environment is conducive to effective instruction.	4	3	2	1	0
6.	Chalkboards and display areas are adequate and in good condition.	4	3	2	1	0
7.	Storage facilities for equipment and supplies are adequate.	4	3	2	1	0
8.	The components of the adopted basic English/language arts program are provided in sufficient quantity to meet individual pupil needs.	4	3	2	1	0
9.	Supplementary books, reference materials, workbooks, and duplicated sheets are used to support and enrich English/language arts instruction.	4	3	2	1	0
10.	Teachers have an opportunity to discuss the instructional budget and recommend program priorities.	4	3	2	1	0
11.	English/language arts publications are available and accessible for staff use.	4	3	2	1	0

12. The following are available for staff use:

a.	Record player	4	3	2	1	0
b.	Tape recorder	4	3	2	1	0
c.	Television receiver	4	3	2	1	0
d.	Filmstrip and projectors	4	3	2	1	0
e.	Films and projectors	4	3	2	1	0
f.	Transparencies, slides, visuals (including teacher-made) and appropriate projectors	4	3	2	1	0
g.	Laminator or dry-mount press	4	3	2	1	0
h.	English/language arts games	4	3	2	1	0

7. Evaluation

Possible score: *32 points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

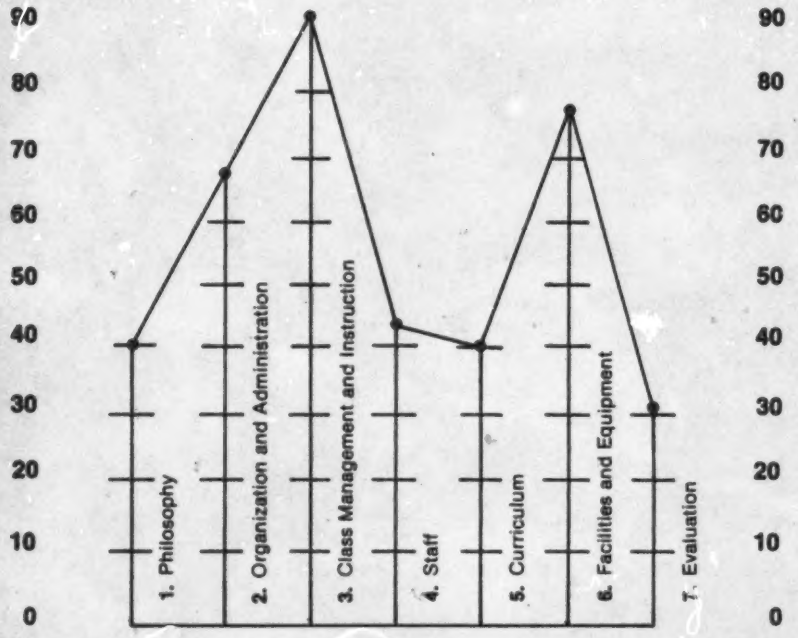
1.	Parents and pupils are kept informed of progress and special needs.	4	3	2	1	0
2.	Efforts are made to explain the system of evaluation and grading to pupils and parents.	4	3	2	1	0
3.	Parent-teacher conferences are regularly scheduled.	4	3	2	1	0
4.	Teachers understand and use good test construction techniques.	4	3	2	1	0
5.	Varied evaluative techniques, in addition to written tests, are used to measure pupil achievement.	4	3	2	1	0
6.	Pupils have frequent opportunities to evaluate their own progress.	4	3	2	1	0
7.	Parents are encouraged to visit classrooms.	4	3	2	1	0
8.	The results of standardized tests and teacher-made appraisal measures are used to evaluate both pupil progress and objectives of the English/language arts program.	4	3	2	1	0

Summary of Scores

	Possible Score	Self-Appraisal Score
1. Philosophy	40	_____
2. Organization and Administration	68	_____
3. Class Management and Instruction	88	_____
4. Staff	44	_____
5. Curriculum	40	_____
6. Facilities and Equipment	76	_____
7. Evaluation	32	_____
Totals	388	_____

Score Comparison Chart

The dots and connected line on the graph below indicate the highest possible summary of scores. Chart your self-appraisal scores to determine strong and weak areas of your school's elementary English/language arts program.



Summary of Needed Improvements

1. Philosophy

2. Organization and Administration

3. Class Management and Instruction

4. Staff

5. Curriculum

6. Facilities and Equipment

7. Evaluation

Acknowledgements

The Ohio Department of Education wishes to acknowledge the guidance and contributions of the following educators who served on the advisory task force for the preparation of this publication.

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Susan Gardner, Consultant
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